

JEFFERSON ELEMENTARY

1543 Chester High
York, SC 29745

GRADES PK-5 Elementary School

ENROLLMENT 601 Students

PRINCIPAL William E. Lowry 803-684-1942

SUPERINTENDENT Dr Katie Brochu 803-684-9916

BOARD CHAIR Harvey Gene Turner 803-684-4025

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 9 | 49 | 38 | 0 | 0 |

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 13 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

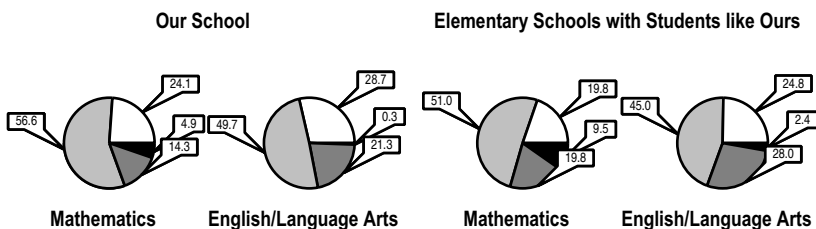
FOR MORE INFORMATION, VISIT WEBSITES AT:




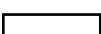
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|------|------------------------|---------------------------|---------------------------------|
| 2001 | Average | Below Average | N/A |
| 2002 | Average | Below Average | N/A |
| 2003 | Average | Unsatisfactory | No |
| 2004 | | | |

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

| | | |
|---|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students | Parents |
|--|-----------------|-----------------|----------------|
| Number of surveys returned | 41 | 97 | 51 |
| Percent satisfied with learning environment | 94.9% | 83.2% | 88.2% |
| Percent satisfied with social and physical environment | 100.0% | 80.9% | 70.0% |
| Percent satisfied with home-school relations | 82.5% | 77.3% | 88.2% |

PACT PERFORMANCE BY GROUP

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced | State Objective |
|--------------------------------|----------------------------------|----------|---------------|---------|--------------|------------|------------------------------|-----------------|
| English/Language Arts | | | | | | | | |
| All students | 312 | 100.0 | 28.7 | 49.7 | 21.3 | 0.3 | 21.7 | 17.6 |
| Gender | | | | | | | | |
| Male | 155 | 100.0 | 35.0 | 43.8 | 21.2 | N/A | 21.2 | 17.6 |
| Female | 157 | 100.0 | 22.8 | 55.0 | 21.5 | 0.7 | 22.1 | 17.6 |
| Racial/Ethnic Group | | | | | | | | |
| White | 216 | 100.0 | 22.8 | 52.3 | 24.4 | 0.5 | 24.9 | 17.6 |
| African-American | 80 | 100.0 | 43.4 | 44.7 | 11.8 | N/A | 11.8 | 17.6 |
| Asian/Pacific Islander | 2 | 100.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Hispanic | 10 | 100.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| American Indian/Alaskan | 4 | 100.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Disability Status | | | | | | | | |
| Not disabled | 277 | 100.0 | 23.4 | 52.8 | 23.4 | 0.4 | 23.8 | 17.6 |
| Disabled | 35 | 100.0 | 63.2 | 28.9 | 7.9 | N/A | 7.9 | 17.6 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Non-migrant | 312 | 100.0 | 28.7 | 49.7 | 21.3 | 0.3 | 21.7 | 17.6 |
| English Proficiency | | | | | | | | |
| Limited English proficient | 2 | 100.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Non-limited English proficient | 310 | 100.0 | 28.4 | 49.8 | 21.4 | 0.4 | 21.8 | 17.6 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 183 | 100.0 | 35.9 | 52.1 | 12.0 | N/A | 12.0 | 17.6 |
| Full-pay meals | 129 | 100.0 | 18.5 | 46.2 | 34.5 | 0.8 | 35.3 | 17.6 |

| | | | | | | | | |
|--------------------------------|-----|-------|------|------|------|-----|------|------|
| Mathematics | | | | | | | | |
| All students | 312 | 100.0 | 24.1 | 56.6 | 14.3 | 4.9 | 19.2 | 15.5 |
| Gender | | | | | | | | |
| Male | 155 | 100.0 | 26.3 | 52.6 | 12.4 | 8.8 | 21.2 | 15.5 |
| Female | 157 | 100.0 | 22.1 | 60.4 | 16.1 | 1.3 | 17.4 | 15.5 |
| Racial/Ethnic Group | | | | | | | | |
| White | 216 | 100.0 | 17.8 | 58.9 | 16.8 | 6.6 | 23.4 | 15.5 |
| African-American | 80 | 100.0 | 39.5 | 52.6 | 7.9 | N/A | 7.9 | 15.5 |
| Asian/Pacific Islander | 2 | 100.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Hispanic | 10 | 100.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| American Indian/Alaskan | 4 | 100.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Disability Status | | | | | | | | |
| Not disabled | 277 | 100.0 | 19.4 | 61.3 | 14.9 | 4.4 | 19.4 | 15.5 |
| Disabled | 35 | 100.0 | 55.3 | 26.3 | 10.5 | 7.9 | 18.4 | 15.5 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Non-migrant | 312 | 100.0 | 24.1 | 56.6 | 14.3 | 4.9 | 19.2 | 15.5 |
| English Proficiency | | | | | | | | |
| Limited English proficient | 2 | 100.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Non-limited English proficient | 310 | 100.0 | 23.9 | 56.8 | 14.4 | 4.9 | 19.3 | 15.5 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 183 | 100.0 | 29.9 | 58.7 | 9.0 | 2.4 | 11.4 | 15.5 |
| Full-pay meals | 129 | 100.0 | 16.0 | 53.8 | 21.8 | 8.4 | 30.3 | 15.5 |

Abbreviations for Missing Data

| | | | | | | | |
|-----|----------------|-----|---------------|-----|--------------|-----|---------------------|
| N/A | Not Applicable | N/C | Not Collected | N/R | Not Reported | I/S | Insufficient Sample |
|-----|----------------|-----|---------------|-----|--------------|-----|---------------------|

PACT PERFORMANCE BY GRADE LEVEL

| | | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|-----------------------|---------|----------------------------------|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts | | | | | | | | |
| 2002 | Grade 3 | 104 | N/A | 22.5 | 43.1 | 33.3 | 1.0 | 34.3 |
| | Grade 4 | 96 | N/A | 29.2 | 51.0 | 19.8 | N/A | 19.8 |
| | Grade 5 | 86 | N/A | 23.3 | 57.0 | 19.8 | N/A | 19.8 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2003 | Grade 3 | 100 | 100.0 | 20.0 | 42.2 | 36.7 | 1.1 | 37.8 |
| | Grade 4 | 106 | 100.0 | 34.3 | 44.4 | 21.2 | N/A | 21.2 |
| | Grade 5 | 106 | 100.0 | 30.9 | 61.9 | 7.2 | N/A | 7.2 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

| Mathematics | | | | | | | | |
|-------------|---------|-----|-------|------|------|------|-----|------|
| 2002 | Grade 3 | 104 | N/A | 43.1 | 37.3 | 14.7 | 4.9 | 19.6 |
| | Grade 4 | 96 | N/A | 36.5 | 47.9 | 11.5 | 4.2 | 15.6 |
| | Grade 5 | 86 | N/A | 32.6 | 48.8 | 12.8 | 5.8 | 18.6 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2003 | Grade 3 | 100 | 100.0 | 17.8 | 66.7 | 12.2 | 3.3 | 15.6 |
| | Grade 4 | 106 | 100.0 | 29.3 | 45.5 | 18.2 | 7.1 | 25.3 |
| | Grade 5 | 106 | 100.0 | 24.7 | 58.8 | 12.4 | 4.1 | 16.5 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n= 601) | | | | |
| First graders who attended full-day kindergarten | N/A | N/A | N/A | N/A |
| Retention rate | 6.8% | Up from 3.9% | 2.6% | 2.4% |
| Attendance rate | 96.5% | No change | 95.8% | 95.9% |
| Meeting grade 1 and 2 readiness standards | N/A | N/A | N/A | N/A |
| Eligible for gifted and talented | 7.2% | No change | 13.0% | 13.2% |
| On academic plans | N/A | N/A | N/A | N/A |
| On academic probation | N/A | N/A | N/A | N/A |
| With disabilities other than speech | 10.6% | Down from 12.2% | 8.5% | 8.0% |
| Older than usual for grade | 2.3% | Down from 3.2% | 1.0% | 1.1% |
| Suspended or expelled | 0.0% | No change | 0.0% | 0.0% |

| | | | | |
|---------------------------------------|----------|--------------------|-----------|-----------|
| Teachers (n= 42) | | | | |
| Teachers with advanced degrees | 52.4% | Down from 53.3% | 45.1% | 50.0% |
| Continuing contract teachers | 81.0% | Up from 80.0% | 86.2% | 85.3% |
| Highly qualified teachers | N/A | N/A | N/A | N/A |
| Teachers returning from previous year | 84.5% | Up from 82.3% | 86.4% | 86.2% |
| Teacher attendance rate | 95.3% | Down from 95.6% | 95.2% | 95.3% |
| Average teacher salary | \$41,603 | Up 2.0% | \$39,394 | \$39,909 |
| Prof. development days/teacher | 6.8 days | Down from 7.3 days | 11.3 days | 11.4 days |

| | | | | |
|------------------------------------|-----------|---------------------|-----------|-----------|
| School | | | | |
| Principal's years at school | 17.0 | Up from 16.0 | 4.0 | 4.0 |
| Student-teacher ratio | 19.4 to 1 | Down from 19.9 to 1 | 18.8 to 1 | 18.9 to 1 |
| Prime instructional time | 90.9% | Down from 91.3% | 89.5% | 89.7% |
| Dollars spent per pupil* | \$6,499 | Up 14.2% | \$5,667 | \$5,892 |
| Percent spent on teacher salaries* | 57.1% | Down from 65.8% | 66.7% | 66.6% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 95.5% | Down from 98.4% | 99.0% | 99.0% |
| SACS accreditation | yes | N/A | yes | yes |

* Prior year audited financial data are reported.

| | Our District | State |
|---|--------------|-------|
| Highly qualified teachers in low poverty schools | N/A | N/A |
| Highly qualified teachers in high poverty schools | N/A | N/A |

| Abbreviations for Missing Data | | | | | | | |
|--------------------------------|----------------|------------|---------------|------------|--------------|------------|---------------------|
| N/A | Not Applicable | N/C | Not Collected | N/R | Not Reported | I/S | Insufficient Sample |

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

This has been an exciting and productive year at Jefferson Elementary School. Our students continue to improve academically and had the opportunity to participate in various artistic and cultural activities. We provide a child-centered environment that is challenging, yet inviting and nurturing. In addition to high academic standards, we continue to stress good citizenship, cooperation and respect.

We are pleased that the test data over the last couple of years has shown gradual improvement in student performance and we will continue to make student achievement a priority. We are pleased to have the services of Americorps volunteers through Winthrop University which provided tutors to our students. Also, a 21st Century Grant allowed us to have an After School program for at-risk students. For the second year in a row, our fifth grade Math Team won first place in the district in the Mu Alpha Theta Mathematics Tournament sponsored by York Comprehensive High School.

Our school offered several programs encouraging parent involvement such as Everyday Mathematics Night, Parent PACT Night and Book Fairs. Parents and grandparents volunteered many hours in helping teachers and working with students.

Students participated in numerous service activities such as Pennies for PATH, March of Dimes Walk and Relay for Life. Students were also involved in many other experiences such as choral programs, Culturefest, dental programs, Smoke House/fire safety, and recycling. Opportunities for leadership included Student Council, peer tutors and Dolphin PODS (Pupils Offering Direct Services).

Our school is fortunate to be able to partner in many ways with classes and students from York Junior High, YCHS and FDJTC, which allow students of various ages to benefit from working together.

We appreciate the support we get from our PTO, which has raised funds to supplement our instructional programs, sponsored activities such as Spring Fling and Book Fairs, as well as recognized teachers with a luncheon for Teacher Appreciation.

For the 2003-04 school year, we will continue to work to move our students from the basic levels of performance to the proficient and advanced levels on the PACT. As you can see, we offer many opportunities for student growth as we stress our motto of "Linking Learning to Life."

William E. Lowry

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.